NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

DRAFT FOR DISCUSSION
ATTACHMENT A

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education continue to discuss with the Kentucky Board of Education (KBE) and various stakeholder groups (i.e., School Curriculum, Assessment and Accountability Council (SCAAC), Superintendents in Co-op meetings, District Assessment Coordinators, Kentucky Association of Assessment Coordinators, Education Coalition, Math Achievement Committee, Kentucky Association of School Councils Conference, and Parents Advisory Council) the broad concepts proposed for a future state accountability model. Specifically, the broad categories of Achievement, Gap, Growth, Readiness and Graduation Rate are being introduced to solicit feedback from educators, stakeholders and the public.

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in 2011-2012. The proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

The list below details the indicators that could be included in the future accountability model around each of these strategic priorities.

Next-Generation Learners	Next-Generation Professionals	Next-Generation Support Systems	Next-Generation Schools/Districts
Achievement (Proficiency) Gap Growth Readiness for College/Career Graduation Rate	Percent Effective Teachers Percent Effective Leaders	Working Conditions Survey Program Reviews	Revised Report Card New Accountability System

The attached document is an overview of the proposed accountability model for next-generation learners.

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Calculation for School/District Point Total

Points generated in **Achievement** for all 5 content areas **+ Gap Reduction** in NCLB Student Group for all 5 content areas as compared to the state **+ Growth** in reading and mathematics (percentage of students at typical or high levels of growth) **+ College Readiness** as measured by the percentage of students making ACT benchmark in all four content areas on EXPLORE **+ College/Career Readiness Rate + Graduation Rate** increase

Distinguished	Cut score (to be determined) points or more in **Elementary: Achievement + Gap + Growth** **Middle: Achievement + Gap + Growth + College Readiness** **High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate**
Proficient	Cut score (to be determined) points in **Elementary: Achievement + Gap + Growth** **Middle: Achievement + Gap + Growth + College Readiness** **High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate**
Needs Improvement	Cut score (to be determined) points in **Elementary: Achievement + Gap + Growth** **Middle: Achievement + Gap + Growth + College Readiness** **High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate**
Persistently Low Achieving	Fewer than cut score (to be determined) points in **Elementary: Achievement + Gap + Growth** **Middle: Achievement + Gap + Growth + College Readiness** **High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate**

See Stakeholder Suggestions document Item #1.

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School/District Accountability Model
(This model is based on student data from state-required assessments administered in grades 3-12.)

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	**N/A**	**N/A**
Middle	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	EXPLORE (College Readiness)	**N/A**
High	End of Course Tests***	End of Course Tests***	PLAN to ACT**	College/Career Readiness Rate	AFGR*/Cohort Model

*AFGR is Averaged Freshman Graduation Rate.

Weights (percentage) recommended by SCAAC in August 2010:

Grade Range	Achievement	Gap	Growth	College Readiness	Graduation Rate	Total
Elementary	30	30	40	**N/A**	**N/A**	**100**
Middle	30	30	30	10	**N/A**	**100**
High	25	25	**	25	25	**100**

** The Kentucky Department of Education is investigating the use of PLAN and ACT for growth at high school. If growth is added at high school, the weights (percentage) across the high school components will need to be adjusted.

***SCAAC has recommended four End of Course exams in 2012, the first year of the new system: English II, Algebra II, Biology and US History.

Proposed Achievement Calculation: For each content area, 1 point awarded for each percent of students scoring proficient or distinguished. One-half point awarded for each percent of students scoring apprentice. No points awarded for novice students.

See Stakeholder Suggestions document Item #2.

Proposed Gap Calculation: Kentucky's goal is 100% proficiency for all students. The distance from that goal or gap is measured by creating an NCLB Student Gap Group —an aggregate count of student groups. Student groups combined include ethnicity/race (African-American, Hispanic, Native American), Special Education, Poverty (free/reduced lunch) and Limited English Proficiency that score at Proficient or higher.

Non-Duplicated Counts

To calculate the combined NCLB Student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the NCLB Student Gap Group with no student counting more than one time and all students in included groups being counted once. Following is an example of how non-duplicated counts work.

Student 1: Donatello– African American, Free/Reduced Lunch (SCORED PROFICIENT)
Student 2: Ricky–White, Free/Reduced Lunch, Special Education
Student 3: Enrique –Limited English Proficient, Free/Reduced Lunch
Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)
Student 5: Marco – Limited English Proficient, Free/Reduced Lunch, and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be 3 proficient students and 7 not proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 30% proficient.

A non-duplicated count would show 5 total students with 2 (Donatello and Michelle) as proficient or higher and yield 40% proficient.

Reduction Goal and Annual Targets to Reduce the Gap in Performance

The gap calculation requires that schools and districts reduce by 50% the gap in performance of the combined NCLB Student Group by 2015 in each content area. This requirement is reflected as a reduction goal. The reduction goal is further divided into annual reduction targets.

See Stakeholder Suggestions document Item #3.

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Maximum points (100) are awarded for meeting or exceeding the school/district annual reduction target for the combined NCLB Student Group in each content area. Credit is awarded based on the proportion of the annual target attained. Any growth earns credit in the system, no growth or negative growth yields no credit.

Each year the annual target is recalculated based on current year performance and the distance remaining to the original reduction goal. The original reduction goal remains constant (unchanged).

The "N" count (number of students reported) is based on total school population, not grade by grade enrollment.

All individual group gaps would be produced for reporting, but schools would be held in the accountability model to closing the combined NCLB Student Gap Group. See the example below.

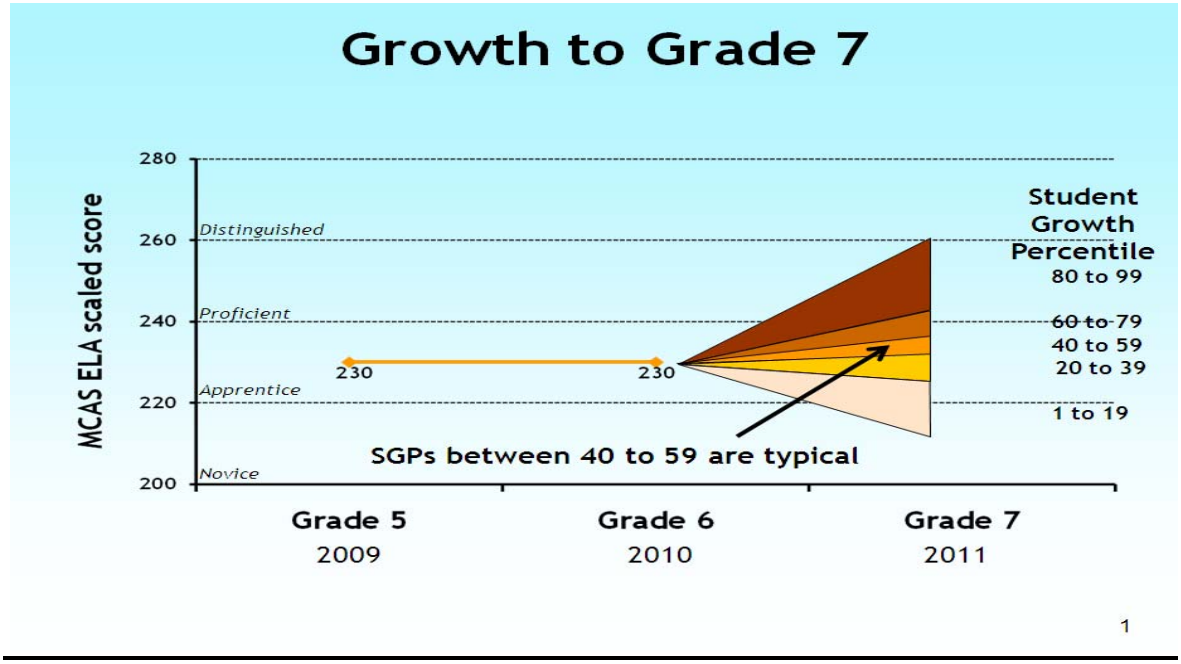
DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)		READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
NCLB Student Gap Group	**279**	**36.20**		**279**	**35.13**
All Students	303	38.28		304	38.16
Male	175	32.00		165	31.52
Female	128	46.88		139	46.04
White	107	41.12		111	50.45
African-American	163	34.97		154	25.97
Hispanic	20	50.00		15	46.67
Asian	4			16	50.00
Limited English Proficiency	19	21.05		26	3.85
Free/Reduced Lunch	237	36.71		263	35.36
With Disability	66	12.12		52	19.23

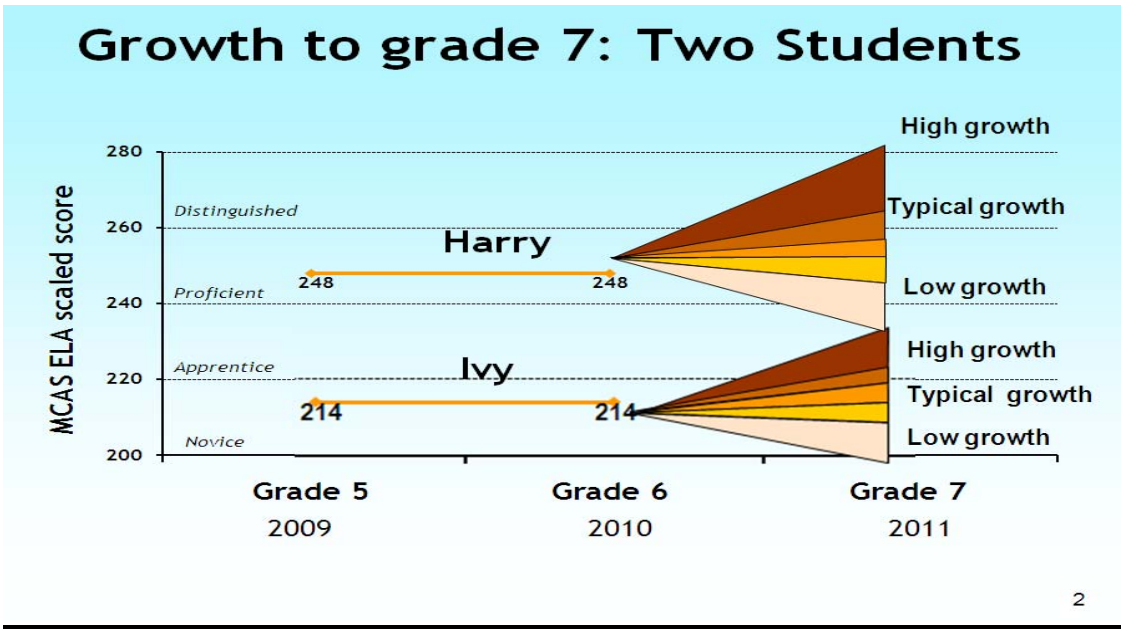
Proposed Growth Calculation: Points awarded for percentage of students growing at typical or high growth. Scale for growth would be determined at equal intervals. For elementary and middle schools, calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive 1 point for each percent of students that show typical or high growth.
At high school, the same model of awarding points for student performance along a scale was discussed. Points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) compared to ACT (grade 11).The PLAN and ACT composite scores in reading and mathematics are used for comparison. *KDE is investigating the use of PLAN and ACT for growth.*

Stakeholder Suggestion *See Stakeholder Suggestions document Item #4.*

The proposed growth calculation uses a Student Growth Percentile. It compares an individual student's score to the student's academic peers. Following are two growth samples modified from the Massachusetts Department of Education where this method for measuring student growth is used.

GROWTH SAMPLES





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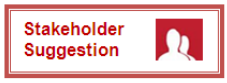
Proposed College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates that have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of an industry-recognized career certificate. Kentucky will provide a first look at the Readiness Rate in September.

HIGH SCHOOL GRADUATES COLLEGE/CAREER READINESS PERCENTAGE								
				Indicators of Readiness* Number of Students Meeting Indicator *Each student is counted once.*			Readiness Calculation Percentages	
Year	Code	School or District Name	Number of Graduates	CPE Systemwide Benchmarks on the ACT	College Placement Tests	Career Measures	Percent	2014 Improvement Goal**
2009	xxxxxx	School A	200	90	n/a	5	48%	75%
2010	xxxxxx	School A	300	100	n/a	30	43%	80%
2009	xxxxxx	School B	200	70	n/a	5	38%	70%
2010	xxxxxx	School B	200	25	n/a	5	15%	60%

*CPE Systemwide Benchmarks on the ACT indicator includes students meeting the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18), and Mathematics (19) on any administration of the ACT. College Placement Tests indicator includes students who missed one or more CPE Systemwide Benchmarks on the ACT but who passed a college placement test. College Placement Tests data will be phased in at a later date. Currently, the Career Measures indicator includes students who missed CPE Systemwide Benchmarks on the ACT or College Placement Tests, but received an Industry-Recognized Career Certificate. *As the national definition of career readiness evolves, additional measures may be added.*



See Stakeholder Suggestions document Item #5.

**The goal for Readiness in 2014 is for schools, districts and the state to improve their 2010 Readiness percentage by at least fifty percent (50%). The improvement goal is derived by subtracting the 2010 readiness percentage from the maximum of 100% readiness, then dividing by two. This value is then added to the 2010 percentage to establish a 50% improvement goal for 2014. Annual targets will be computed.

Proposed Graduation Rate Point Calculation: Each school will have a goal of 90% graduation in 5 years. Annual targets will be set based on the distance to the goal. These targets will be reset annually if the school does not make its annual target for the current year. Full points will be awarded if a school meets its annual target. If a school does not meet its annual target, points will be awarded based on the percentage of the target increase achieved.